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Teaching by YouTube**

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**CALL Curriculum and Instruction for  
ESL/EFL Pedagogy- Formal Online Teaching  
by YouTube**

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## **Abstract**

This presentation suggests the international readers to apply YouTube (Albahlal, 2019; Jackman, 2019; Maziriri, 2020) as the auxiliary material for students. In the research of this study, university students cooperate to prove this point. The methodology of this project is by quantitative study and narratively qualitative study.

In middle part of Taiwan, interactively narrative interviews were conducted by face-to-face mode, in four classes, during 2015-2016 and in one in 2021. Its procedures were recorded by camera in the classrooms set up by the schools. In two university of middle west Taiwan, a technology school and a formal school, college students as well as the students were taught to speak in English, using the author's as well as their teacher's YouTube channels containing teaching and learning materials.

In college English courses at two schools (N=51+49+89=189, 2015-2016 & N=98 2020-2021 in two school, in four classes using more than two years) in Yunlin and Changhwa, of Taiwan, and one sophomore class and courses (2020-2021, N=98) in Yunlin, this research project by YouTube channels of the instructor as well as the author, has discovered its efficiency and effectiveness.

In the five classes in two periods, the university students in two universities were decidedly motivated to participate and accept to use the updated way of learning and teaching. Most adult students believed they have more study intention by using cell phones and they tended to support this updated pedagogy of teaching. That implies, they require their cell phone to study English and actually their payment to the telecom company can be resorted to the usage of study. This could sound more suitable and appropriate.

This study applied students' cell phone to a purpose of study instead of playing games or social interaction, it suggests using YouTube to study English as a second or a foreign language is a good excuse to hold a cell phone for a longer time. Also, USA Today (2006-present), the newspaper ever reported the YouTube serves up 100 million videos a day online. Internet World Stats (2007-present) also agree the above point.

Based on students' narrative statements and the transcribed and coded texts in to several themes. The processes of the study, including interviews and online study class time, were all recorded and collected. By the teacher's video camera in the interview, and the camera set up in the classroom by the principles of the schools, this on-line course as well as the YouTube pedagogy is useful to diverse institutes, including telecom companies, and educational institutes.

The themes resulted by the four classrooms from the interview themes concluded were: 1.

Animation images were preferred for language learning from students' views, 2. Grammatical structures of the instructors' own recordings by the animation images were comprehended, understood and learnt in an interesting fashion. That is to say, the contents in the YouTube on the teacher's web pages were directly relevant to their proficiency tests.

Also, the cell phone convenience made their learning very beneficial. The functions of leaving messages can be applied to submit homework and the clicking on "like" marks, can show their attendances to read the material that are directly related to their graduation criteria.

The advantage the students mentioned is its (1) Motivation-stirring in and outside of their English classrooms; and (2) Proving their attendance of studying for about ten to eighteen hours each week that the teacher can find data from her side. Generally speaking, the two university students tended to write positive comments, regarding to the use of this technology, that are bought by their

teachers or schools.

Pedagogical considerations for enhancing learning outcomes via the technology by the uses of YouTube as a source of auxiliary material in English classrooms are provided in this research. This study implies the YouTube should be used to teach and for students to leave their comments in English, to show attendances, especially due to the dangerous disaster of Covid-19 (Teräs, M., et al., 2020). This study clarifies the debate for the usage of on-line study (Tohe, 2021)

## **Chapter One, Introduction**

Technological progressions present the first-hand breaking-through publications for instructors to include online resources. The students can be integrated, into Taiwan classroom situations, allowing both learning and teaching to become more motivation-stimulating. YouTube (Alwehaibi, 2015; Camm, et al, 2018; de Bérail, 2019) is one of the most accepted, convenient and resourced websites and platform, for aggressive learning, comparing to the traditional lectures. The YouTube with editing tools of captions can make experimental students learn better than the regular courses.

The tools also can do: accelerating the speed, cutting out away parts including making mistakes, and editing the sounds that stunning or murmuring, adding background, repeating exciting parts, and so on. Language learners and teachers can read the words in English to learn sentence structures, grammatical structures, and

hear the sound for learning pronunciations, based on the films in Chart 1, 2, 3, 4 of this study.

The advantage is that it can be repeated, if some parts are vague or ambiguous. The plenty advantages from on-line study are it is segregated, sanitary, and clean, no worry about long international distance...etc.. Students' learning progress will not be delayed, during the covid-19 situation. Students whoever feels insecure to go to school, can watch by this instrument at home. By the internet, the foreign teacher can give on-line native-speaking courses.

Via the advance internet, the software capabilities and communicating functions should be applied in teaching and learning. It can offer motivation, authentic language, and global updated news to students, using their cell phones or computers at schools. The teachers' lectures are accurate after editing and the students can review and review, due to the films are uploaded by the teachers.

According to Paulsen (2001), the effective use of online materials may provide positive spin-offs for learners much the same as, if they were immersed in the language needs to learn. Also, if they would like to know the foreign cultures for studying abroad, they can always have ways to know the rules and regulations.

Three significant factors for YouTube and enter by keying the targeted words in search blank application are: Interest can be stirred; motivation can be raised and Convenience can be discovered easily. English learners can to take advantage using the electronic technologies, especially obtaining foreign language instructions from diverse nations. So, Chuo and Kung (2002) report positive results using a variety of EFL/ESL websites as supplementary material with college students in Taiwan.

Similarly, the scholar Beatty (2003) long long time ago ever had mentioned an overview of the increasingly imperative role of computers and usage internet usages, in language learning, arguing the computer-assisted language learning was constantly growing with the progress and tempo of the updated technologies. As can be seen, the usage of the online study and teaching by video should be very common for experienced teachers.

Campbell (2007) describes how web logs and Flickr website may be used to improve and stimulate the learning potential for students and teachers in EFL settings. In fact, there are more and more blogs and apps that can be applied and designed, based on the students' needs, such as graduation scales by sound uploading or their needs to interact with the teacher by massagers on Facebook. The teachers can base on their teaching habits to find a way that fit their characters of teaching and designing.

In this study, almost all students tend to register the YouTube websites that their teacher provided them. They also mostly are invited to make their own films by doing presentation uploaded to the platform. For example, the schools usually manage some activities and competition events to encourage students to create their confidence by making their power point presentation uploaded into the YouTube platform. Via the Internet, education turns to be pervasive and convenient, especially during the urgent status of Covid-19, when they feel hard to study.

## **Chapter 2, Literature Review**

This paper starts by looking at the concepts of authenticity and student motivation to know how they may possibly be incorporated and their language ability enhanced by using YouTube as supplementary material in an EFL classroom. The next section expresses the purpose of the study.

This is followed by an explanation of how YouTube was incorporated as supplementary material and what kinds and how the methodology employed in collecting the survey data. In fact, not only for the teaching materials, the instructor of this project also use a musician's YouTube website to make students leave comments for measuring the real number of attendance, due to some rights had granted to the teachers for omitting the absence when students feel uncomfortable in pandemic seasons.

Therefore, the teacher in the very beginning of the day, has a right to make the cloud name lists show everyone is attending. The way to know who are the real participants of the course, is by reviewing and double checking the comments that the attending students left for showing their presence. Of course, students really like the organ musician that the teacher open concerts for him and the Taiwan government had bought organs for musicians that cost expensive for develop the art level of Taiwanese.

Two examples of YouTube video clips chosen to be supplementary material are included here. Then, the results and discussion, containing examples of student feedback, are presented. Some conclusions and pedagogical implications are offered. Future recommended studies, concerns, and thoughts are some suggestions and directions this study provides.

## *On-line Study by Media with Authenticity*

There has been much discussion surrounding the meaning of “authentic material”, as well as the significantly powerful textbooks for students’ learning. (Taylor, 1994). In truth, on a daily basis, teachers consider several genres of the authenticity, including: the authenticity of the texts used as input data for learners.

Moreover, it is related to the authenticity of the learners’ own interpretations, toward the films watched. Also, the authenticity of the tasks can be encouraging to language learning by language learners’ fancy mobile phones. More importantly, the authenticity of the actual social situation can be truly discussed on line, using diverse types of long-distant study media, such as YouTube or Zoom.

Currently, reality via YouTube is generally used to describe material that genuinely exists in the real world outside of language classrooms and is

used by real speakers of a certain language to communicate. Youtube also provide the concurrent LIVE video to the audience, so that the same tempo can be enjoyed by the audience. With a group of real audiences for really appropriate religious or educational purposes, such as worship in the church that is away from their own location, and practical daily life topics for students, the YouTube can be subscribed, appreciated, and messages left as comment and homework.

Authentic materials can be used in class as a way to shift students from the indoor classrooms to the real world, including domestic and international actives and events. On YouTube and Twitter, the breaking-through news can be caught and informed. Western cultures that are hard to find in Taiwan, yet can be found and the rich source of authentic materials can do tasks, bridging the gap between eastern and western worlds.

Sherman (2003) presents a convincing argument for incorporating authentic video material into language classrooms. The YouTube site contains

a large body of material created and posted by people all over the world to communicate their ideas and beliefs, and allow comments left to the authors, for collaborations with abundant others through the commenting and showing likes or watching time and subscribing frequencies.

Also, YouTube can form a little society as well as a learning seminar and community to make students discuss and the teachers to do grading. The potential to connect learners with authentic English input by the students, teachers and the video editors make it a popular instrument in all fields.

There already exists a YouTube site dedicated to university and college students all over the world, and more can be created. It offers a setting, via which they can interact, exchange ideas and opinions showed in the comment blanks.

Users can scroll to the bottom and find the comment part to fill in. Below the comments of YouTube website, the other readers also can click

on like or dislikes for the comments. That is to say all audience can discuss and give feedback to the other audience's feelings by reading each other's writing reflections toward one piece of film. Typing texts into the patches and squares in the bottom of the webpage, they can share feelings and participate in a web-based environment. By reading the audience's comment like numbers, the level of the audiences can be known by the host as well as the author of the film on YouTube platform.

The YouTube can be subscribed and by the number of the subscribers the teacher's years of experience can be shown to the students and also his/her advisors and principles. The quality of the film and the sound of the teacher can be accessed easily so that usually the quality of the films can be in superior quality level, assisted by the functions of editing or the equipment the author apply.

## *Motivation-stimulating*

During covid-19 period of time, one and half years ago, several years began from the end of 2019, some students and teachers were requested to be isolated and study together by You Tube, individually. Everyone only can interact by Google meet and Zoom in the long-distance classrooms of almost 20 ones.

These virus-preventing factors make YouTube to be more applicable for all, is contributing to second language learning in long-distance study epoch. Students do not have to go abroad, but they directly can see the teaching video on-line and can even more clearly see all the classmates' performance, also, if the teacher can activate the advanced technology well. Their learning motivation by the English teachers or foreigners and native-speakers and the vivid concurrent progress has been found to be one of the key elements, determining success in learning a

second language, such as English.

Motivation and Stimulation factors have been broadly divided into two genres, which are intrinsic and extrinsic. Intrinsically motivative learning is about the automatic learning, autonomy, self-government, and independent learning. In contrast, the extrinsic motivation might not be easily stimulated, by activities of reading or self-study, which can be stirred and caused by the learners' surroundings, such as computer software designed via colorfully vivid image and audio sound.

Due to the enjoyment YouTube provides the learning and teaching function, it can achieve by the teachers' settings, for example, likes and dislikes showing up or not. Students can be permitted to express their feelings of accomplishment it evokes and impact being given can be seen from the comments. The on-line study students usually can engage more to the processes, by the teachers' posted or being promised and committed for next dates.

Based on the personal curiosity, enjoyment or interest toward some websites they discovered, they can more likely value the tasks undertaken and employ more effortful and effective strategies, to connect with the website creators. For example, the creators as well as the authors can see from which parts of the world, the readers are subscribing their channels. Also, they can go to the back platform to know how much time the readers have used to listen to the lectures regarding to their course taking requirements for graduation.

The incomparable way, is they can connect with their teachers peacefully, between whom, the media can provide security and sanitary methods of learning and teaching. Also, students who are requested to do on-line study homework, can be extrinsically motivated to complete and perform tasks by editing feedback. Also, they can even submit paper works of their reflections, in order to be graded for taking the class credits.

Participants' giving feedback can receive some reward or avoid some punishment, although the in-person absence at school cannot avoid, due to pandemic.

Participating an English course and learning turn to be more effective, if the students can be informed the time of watching, previously. They can choose to review or skip and start with what they have known, which are engaged in the process and then, accomplish something they want to accomplish. For example, they can learn a series of grammatical tenses, nine tenses.

From the part one class to part nine class, they might fully anticipate and stimulate to learn in the designed programs, from the first class to the ninth class. And then, they can review the same courses by the second sessions, based on time dividing plan and agenda provided by the instructors or freely by themselves. Smarter students might choose to select more deep courses to take. They might attend as much as regular students who have to completely know more

about the all content.

On-line study provides integrative motivation, raising both learning desire of students and teaching and designing motivation of the teacher. Students could be benefited more, and turn to be more familiar with the on-line air, culture and society of those, who use the first language or more native-like speeches to teach outside of the country, and break the national frontiers. The key factor is no matter how long the distance is, the successful second language acquisition can be achieved by each individual.

Lots of scholars admitted the YouTube can provoke self-motivation, learner autonomy, self-control and privacy environment in learning, such as at home or in the dormitory. So, they can use cell phone to watch YouTube, whereby participants turn to be more responsible for their own learning (Dornyei, 2001). Realizing that lots of users are uploading their long-distance study materials, some scholars might feel when they try to contribute to the larger environment of global

connections, by uploading created videos.

The significant characteristics of YouTube on-line technique is that it has a crucial role, sometimes it takes more time for uploading a long film, like an hour and 38 minutes, in web jam might need one day to tolerate and complete the study that could be ever ordered by the teacher. It needs concentration and lots of time to do. For an amateur lecturer, this might not as easy to be proceeded.

However, this educational process of on-line application cannot be avoidable, due to it is regarded to be necessary behaviors in teaching packages, containing differentiated materials, based on the same topics. A book, a pile of articles introducing the pedagogies, and the cell phone of the students to subscribe YouTube channels, the computer technology can update the pedagogies, applying YouTube and Zoom. Also, the students can be more self-discovered, feeling appreciated to the diverse opportunities of learning from the teacher. The teacher can stay at home to teach and preach, using his/her own equipment and

technology.

For students, they established more self-appropriated learning on their laptop, personal computer, or using cell phones to interact with their teachers. The perfect computer center at school, with ear phones, students can learn more freely and effectively without spending money outside of campus.

In Covid-19 seasons, YouTube especially is repeatedly mentioned in the field of Computer Assistance Language Learning. As noted, it is one voluntarily obtainable source of trustworthy material, can be provided by the teacher using their internet skills and strategies of executing the courses. Inspiring students to cooperate in an educational capacity with popular culture via video clips may act as a motivating factor for students wishing to further develop their language skills as they attempt to gain a profounder understanding. Also, it is available for students to take in with the on-going progress, although they are not in.

Outside of classroom, outside of school, and in some form of teacher-centered environment by YouTube, the students could have less peer pressure comparing the result of learning or test scores. They can through watching the proceeding situations, their self-directed learning by YouTube, can achieving to integrate themselves into the updated classroom.

When they have a chance to return, they can double check of the progress with the teachers and classmates after separating for a long time. The students can compare several teachers' progress and give comments on the evaluation for the teachers. That is to say, whether the teachers are able to use YouTube might be one of the scales whether the certain teachers are able or unable to receive their next certificate of teaching for staying at the school for a long time. In fact, most teacher can do the above.

## *Journal Context Reciting and Sharing*

This presentation shows the pictures in Chart 1, 2, 3, 4. that the adjunct assistant professor uploaded her SSCI lectures and grammatical courses into YouTube, making her students catch up the progress at colleges. Even though they might be absent in the pandemic season, for preventing the affection of corona virus, they still learn well by YouTube. Even more, they show their comprehension by leaving comments, which might cause less peer pressure, speaking in front of more people via personal computer in private surroundings.

As the readers can see, the YouTube also display to the uploaders, how many individuals have watched the film. How much time they have spent to watch? Also, the frequency for each film being watched can be revealed to the public, for example 1.3 K means there are one thousand and three hundred audience had watched it. Moreover, how much is the film welcomed by time counting,

and if the audience prefer to which films by observing the frequency of each film, displayed to the public.

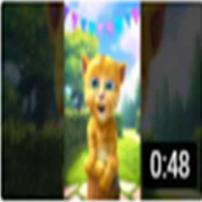
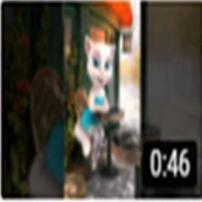
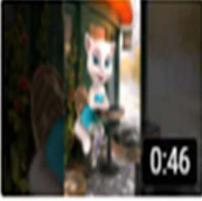
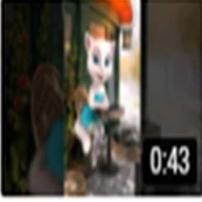
The manager function from signing in, the authors can base on the feedback of statistical data and do corrections to the films in the future. The nationality of the clickers on like or dislike can be found, but the YouTube different from Facebook that they do not show the accurate users' name, based on their privacy policy.

Hence, some authors might change the like and dislike into balance function to be blind, that one more like clicked, the blue color of like mark can be turned on. This is to avoid naughty watchers who might not really like to watch or just because they are required to take the required courses by their schools.

The screenshot displays a YouTube channel page for Grace Hui Chin Lin (PhD). It features six video entries, each with a thumbnail, title, view count, and upload date. The videos cover topics such as ETRA, Teaching Grammar and Vocabulary, Holistic Approaches, Pragmatics, Machine Translation, and an empirical vocabulary study.

Video Title	View Count	Upload Date
ETRA by Grace Hui Chin Lin (PhD)	616次	6年前
Grace Hui Chin Lin, Teaching Grammar and Vocabulary I	179次	3年前
Grace Hui Chin Lin (PhD) Holistic Approaches	495次	5年前
林慧菁 國立政治大學外文系 聽用學各國聽例 Grace Hui Chin Lin at Chengchi University	69次	1年前
Machine Translation by Grace Hui Chin Lin (1)	390次	3年前
Grace Hui Chin Lin, An empirical vocab study II at Sun Yat-sen Univ.	72次	3年前

***Graph 1 of YouTube films: Teacher's publication of SSCI and THCI***

<input type="checkbox"/>		<p>一無生物引導一個句子</p> <p>1 無生物當作主詞 想到離開農場和家人改變生活方式就讓他很傷心。 The idea of leaving the farm and her family and changing her way of life makes her...</p>	 公開
<input type="checkbox"/>		<p>Future continuous and perfect tenses</p> <p>A Future continuous The form is will be + ing-form I'll be working all day tomorrow. We won't be doing much on Sunday. Will you be staying here long...</p>	 公開
<input type="checkbox"/>		<p>adverbs in middle or the later part</p> <p>Adverbs can be in middle position. It can be in middle position and close to the verb. For example, I have always like Curry. This song is definitely the...</p>	 公開
<input type="checkbox"/>		<p>Used to</p> <p>The usage of used to means that something happened regularly or continued in the past but longer does currently. For example, I used to come here whe...</p>	 公開
<input type="checkbox"/>		<p>Active and Passive Voices</p> <p>Sentences can have active or passive forms. For example, They play game. The game is played. They are playing the games. The game is being played...</p>	 公開

***Graph 2 of YouTube films : Teacher's publication of Grammatical Instructions by Animation Characters \*2021 Grammatical Courses ( Eastwood, 2008)***

影片	瀏覽權限	類別	日期 ↓	觀看次數	留言數	喜歡百分比
	公開	無	2017年9月28日 發布日期	0	0	21 人喜歡
	公開	無	2016年9月28日 發布日期	522	3	100.0% 87 人喜歡
	公開	無	2016年9月28日 發布日期	438	0	95.8% 68 人喜歡
	公開	無	2016年9月28日 發布日期	428	0	98.2% 54 人喜歡
	公開	無	2016年9月28日 發布日期	307	0	100.0% 46 人喜歡
	公開	無	2016年9月28日 發布日期	238	0	100.0% 47 人喜歡
	公開	無	2016年9月28日 發布日期	440	0	100.0% 50 人喜歡
	公開	無	2016年9月28日 發布日期	208	3	100.0% 46 人喜歡
	公開	無	2016年9月28日 發布日期	327	0	97.9% 46 人喜歡

### *Chart 3 SSCI Journal Article Sharing & Grammar Courses (Eastwood, 2008)*

## *Purpose of the Study*

Using online resources, especially YouTube to teach language students their teachers' SSCI journal (refer to Chart 4) is no more a fresh idea in the developed nations, such as nations in western world and Japan, Korea and Taiwan. Countless insightful articles on the internet use of long-distance various websites have emerged following the instantaneous spread of the Internet in the late 1990s (Campbell 2004 & 2007; Chuo and Kung 2002; Egbert, 2001). Nevertheless, English journal articles relating specifically to the use of YouTube for online study and long-distance study, as useful input for EFL courses seem to be lacking. (Kelsen, 2009)

TAIWAN

SSCI Asian Journal of Women's Studies, about Discourse among Spousal talks

觀看次數：133次 · 2018年11月23日



Hui Chin

225 位訂閱者

SSCI article of Grace Hui Chin Lin (PhD) 林慧菁 老師

The spousal talks in Taiwan display some themes of the society changes, are related to women's right growth in Taiwan.

[顯示完整資訊](#)

## ***Chart 4 SSCI Journal Article Sharing from Francis and Taylor***

### ***Contribution to the Research Gap***

To fulling this lack, the author of this book, had uploaded her SSCI article into YouTube, reciting all the texts being accepted by the advanced-level Korean Journal, Asian Journal of Women's Studies. The purpose of the study is to fill in the lack that the previous YouTube did not provide.

Especially, some local teachers might not be generous enough to speak in English and share their journal content in the public, since they price of publishing an SSCI journal sometimes are expensive, but not as worthy.

This study applies the method surveying students' attitudes towards using YouTube to study English. Especially, it seeks to measure students' perceptions of using YouTube as a supplement to systematic grammatical class materials. The films aim to

- (i) making classes more thought-provoking;
- (ii) being related to progression materials;
- (iii) being positive to second language learning in the Covid-19 season;
- (iv) motivation-stirring for participants to learn the foreign language;
- (v) inspiring students to apply cell phone for the usage of learning, instead of playing and chatting;
- (iv) suggesting the students to leave comments in the bottom

of the blank square and encouraging to click on like, although many of them still tend to evaluate the teachers as they need from view of learners.

## **Chapter 3, Methodology**

This study mainly researches for benefits that the YouTube can provide. A face-to-face interview with camera recording was held in the classrooms. Students described how they felt about the instrument and how they graded their teachers' films. The students based on interactions with the teacher, they were inspired to talk. Their voice starts to be heard by the teachers.

They felt the lecturer turned to be very nature, and did not manipulate to lead them to say things inside of a classroom. The data were aggregated by voice and image, and they are not related to their grades and scores.

They are granted right to evaluate the films and the teacher make the students to say whatever they perceived by this course, which proved YouTube is an auxiliary tool of teaching and learning.

By the computer with a high-speed on-line connection in Computer Center at school, the students catch up the grammatical courses outside of classroom by homework assignments. They also can review the course they study at home in the classroom.

Whoever has not used the YouTube previously were taught by the instructor how to use, the assistants and the teacher or seminar members share strategies for the films of creating and appreciating. Usually, the learners are suggested to watch one film of 20 minutes for several times, containing certain knowledge, and each week they have to leave feedback by the comment functions of the YouTube, after watching and show their attendance by click on like on their peers.

## *Population Describing*

The students who participated in this study came from three freshmen's courses at a private university and a public school. The same textbook and materials were used in all classes. The students' majors are about Department of Financial Administration and College of Electronic Engineering.

They spoke Mandarin as their first language, and ranged from twenty to twenty-five years of age, as well as the university students' age. Some elder age students are students whoever rest but return back to school after numerous months or years. This required freshmen's course is one of the criteria for graduation. This study is conducted using one of the two semesters, totally for four credits in a national technology college and another four credits in a formal university.

On the first day of class of the Fall semester, 2016, the instructor gave the students a similar journal recommending YouTube usage, and they started to watch a series of films the teacher uploaded. Throughout the semester, material from the YouTube website was used to be auxiliary films for their textbook. That is the films are directly associated with the classroom materials.

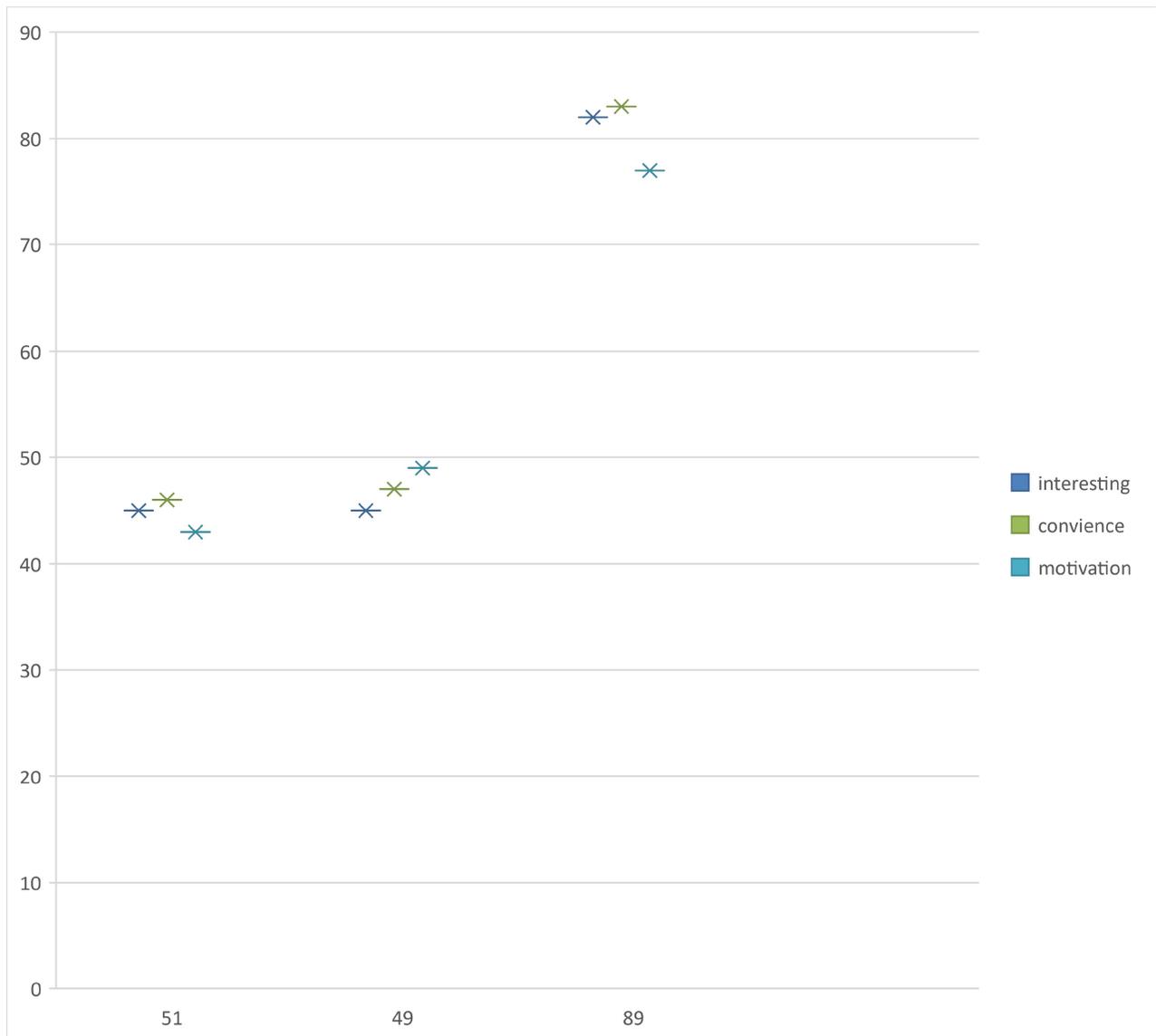
Meanwhile, the uploaded video clips had been displayed inside the regular class time, too. The teacher gave explanations and instructions for her journals and a series of grammatical structures, using an in-class computer with a high-speed Internet connection and projector provided by the public school.

The students were requested to click on like or dislike after watching, showing their preference. Also, they were tested by “sentence creating” using the understood grammatical structures. In addition, they are tested the comprehensions

toward the teachers' journal article contents. Based on a number of activities, including: reflections toward to the article by fifty to one hundred words, they completed their mid-term and final examinations. Their discussions can be found in the bottom of comment function part and they communicate to each other showing their impact after watching, waiting for being graded in their midterm and final examinations.

## **Chapter Four, Results**

After evaluating the students' feedback in the recorded and transcribed data, the seven colors were applied to code the transcribed narrations of students' talking. Factors were found from the students describing their feelings and perceptions, when learning by YouTube. They strongly agree three factors that the YouTube can provide benefit in their learning. Based on the chart, the data show the participates like to use it, especially when they are not able to go to school and enter the classroom in-person, based on personal problem of being afraid to be infected, or chronological sickness.



***X & Y axis = N (x=total y=agreement from the total)***

***1: Survey for three advantages of YouTube***

***Parameter one: Interesting 88%, 90% 84%***

***Parameter two: convenient 92% 96% 100%***

***Parameter three: motivation-stirring 92% 93% 87%***

## ***Strategies of Teaching***

The contents were viewed by the teacher before class and suitable vocabulary was taught prior to the classes. Similar examples by handouts provided to students can further foster student knowledge. Being requested to subscribe the teacher's websites, the students were made aware of link addresses. In addition, students were invited to grade the video clips by clicking on likeness. Sufficient examples of video clips can be found in the charts above.

## ***SSCI YouTube Video Clip Demonstration***

The teacher's SSCI journal is being recited in the classroom and by YouTube it can be read easier with sounding by the author. Finally, some questions were requested to ask the students if using YouTube as supplementary material in class was good or not, and most the students' responses by raising hands showed it was thought-

provoking, directly relevant to the course contents, and they are beneficial and convenient.

## Narrative Statements Three Years later: Feedback of Film on YouTube by Technology Film Appreciation

YouTube Using as teaching materials was applied again in the same technological university by the 98 students in two classes, who are freshmen and sophomores, during 2020-2021, based on urgent need of long-distance study. In a national university of middle Taiwan, the students provided their feedback learning by this updated instrument. Three themes were collected successfully and they are being displaying based on the qualitative method.

### *Updated Function*

#### 1. Light

We will consider the advantage YouTube pedagogies is that the teacher can also be accessed

online, seeing a light beside her/him. Through diverse media, we the watcher and the reader can keep in touch with the teachers about the how to think and judge the content received. The shortage is that in contrast, when the teacher is not beside me to explain by the light and leave message based on my update, then, I might be confused. I wondered if the teachers are watching my learning carefully. Face-to-face can concurrently obtains instant expression or respond easier.

## 2. Absence omitted

The YouTube is a way to show my presence. Sometimes, all students of fifty-nine gather in a classroom would get sick easily. When my teacher can watch over me by YouTube, and my absence can be omitted online using some function, I feel comfortable to learn in a secure environment by online or long-distant study.

## 3. Speed

It can be controlled and the knowledge can be

more adequate. It can accumulate knowledge for the learners and the topics are related to daily life. The vocabulary is more difficult than the material of high school, but we can learn from in-depth views. The vocabulary in the instruction square can help me to learn more effectively and efficiently.

Recommendation for Future Studies: The scholar Krauskopf (2012) had ever mentioned and suggested the YouTube for teachers contains Technological Pedagogical Knowledge and Technological Content Knowledge, which should be included to be Technological Pedagogical Content Knowledge for students' learning by computer or cell phone. The teachers have to own the expertise filed knowledge and use computer science methods to apply it.

The professional knowledge, computer skills and field pedagogies are all important and should be integrated naturally that can construct ways of tool usages by video sources. Affordable teachers need to integrate their knowledge of the computer

science with the expertise to teach.

It is an intellectual process, and it is a mental model of a tool that covers the teachers' diverse types of skills and intellect. The teacher could be more confident after the works are achieved and displayed. In fact, I have ever seen a musician professor Leon W. Couch in from 2009 to 2022, before the schools are closing, especially to those professors teaching hand skills, uploaded his Zoom works to YouTube.

It demonstrates that YouTube can cooperate with Zoom and demonstrate a series of pedagogies of computer sciences. The design mode might be uneasy, the students' learning can be encouraged and motivation stirred. Computer science technology turns to be an imperative field that all teachers should try to be familiar with.

Therefore, Kewalramani, et al. (2020) also have ever mentioned the scholar Vidal-Hall's study applies Educational Design Research (EDR)

methodology to show how technology-focused interventions change teachers' approach to integrating digital media into student-centered pedagogy. This study also argue the YouTube on-line pedagogy could more depend on the teacher's knowledge of creating the film.

The students tend to be more benefited by the on-line resources already made well and prepared for them. Comparing to a teacher and the learners, it seems the teacher part is cleverer and effort devoting and the learners increase their welfare by watching the films.

## **Chapter Five, Conclusion**

Tohe (2021) has ever emphasized: “YouTube demonstrated high access to the material,”, who cited Burgess and Green’s work in 2018, in to collaborate the knowledge that the participation can be obviously found on-line and elaborate and expand their views.

The time of watching is displayed and also the subscribers’ nationality can be informed to the author. If a certain link will be taught tomorrow, a link should be sent to the students earlier to the teaching, by which students are able to preview.

“If you’re going to be reading a certain article next week, give ESL students a copy of it now. If you plan to show a YouTube video tomorrow, send a link to your ESL students today.” (Gonzalez, 2014) For review, students can reserve the link if they feel the sent link before the class was helpful.

Beside the above statements, some more students mention, the on-line study has some advantage and also disadvantage should be avoided. Since it is a forcing instrument to make the person integrate into the British environment, the caption of lingual mode is needed if the students' level is really not very high-level.

Also, the speed can be controlled to be slower in the very beginning. Some students feel harder to watch the first film, having not immersed into the environment yet, so that the speed in the very beginning should be lowered down. Later, it can be accessorized into 1.2- or 1.5-times speed. One student mentioned: I can't quickly understand the meaning of the expression at first. YouTube as an educational tool has been recently receiving a great deal of attention and discussions from recent researchers and teachers. (Alkhudaydi, 2018; Almobarraz, 2018; Mazirir, et al. 2020) Some suggested topics are: if they can be published without any peer review process.

In sum, the for the purposes of education, and entertainments, YouTube studied by cell phone is a useful tool to most students and their willing to use the phone to response to the academic questions was definitely high. Besides, the YouTube technology of giving instructions with key words, as well as the lexical explanations by the squares provided should be used, for enhancing the comprehension, especially for those are in intermediate level can be benefited more than the advanced level learners (Lee & Levine, 2018). Sufficient key words should be given in the beginning to the listeners and the watchers. So, the updated functions observed should be applied to fastening the tempo of teaching and learning. YouTube is a device that make students learn in a freer method, that does not concurrently test students' comprehension. Conclusively, YouTube films uploading by all teachers are essential and fashionable, and it is important for their teaching career, especially their ability to make learning in separative modes in covid-19 situation (Teräs, 2020).

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# Appendix:

## Poster to explain why YouTube is vital

**TESL Curricula through YouTube as Auxiliary Materials (Poster data)**

Online resources into Taiwan classroom situations, allowing both learning and teaching to become more motivation-stimulating

YouTube websites that their teacher provided them. Via the Internet, education turns to be pervasive and convenient

examples of student feedback, are presented. Some conclusions and pedagogical implications are offered

Sherman (2003) presents a convincing argument for incorporating authentic video material into language classrooms

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These virus-preventing factors make YouTube is contributing to long-distance language learning

Stay in a specific room. automatic learning, autonomy, self-government, and independent learning

Taking into account the importance of using video and visual objects for teaching, some universities utilize YouTube as a complementary teaching tool. (Moghavvemi et al, 2018 )

